

Second Quarter					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Perform</p> <ul style="list-style-type: none"> Group and Solo Singing Simple songs/narrow range/vocal tone/ SM, SML High/low through speech and movement Steady Beat Awareness Performance Etiquette 	<p>Perform</p> <ul style="list-style-type: none"> Rhythmic speech/ Motions Beat Awareness/ competence Read/create/perform patterns of sound and silence Group/Solo Singing Echo-sing 4-beat patterns of Sol and Mi using body scale Simple songs/narrow range/vocal tone Singing games Chord Bordun Pitch matching Performance Etiquette 	<p>Perform</p> <ul style="list-style-type: none"> Beat vs. Rhythm Echo/ perform/ move to show/ read/ identify/ notate 4-beat patterns with quarter, two eighths and quarter rest Pitch matching Play Sol-Mi and Sol-La-Mi patterns on pitched percussion Sing, play and move to show ascending and descending melodic patterns Broken chord bordun Performance Etiquette 	<p>Perform</p> <ul style="list-style-type: none"> Echo 8 beat patterns in 2/4 and 6/8 Perform songs and movement in 2/4 and 6/8 Traditional music notation of quarter notes, two eighths, quarter rest, tied quarters and half notes Skips, steps and repeated tones Pentatonic scale with low La and Sol (sing/play) Chord Bordun/ Broken chord bordun/ Crossover bordun Performance Etiquette 	<p>Perform</p> <ul style="list-style-type: none"> Traditional music notation for whole half, quarter, eighth notes and rests Pentatonic Scale Recorder: B-A-G Skips, Steps and Repeated Tones Level and crossover borduns Partner songs Performance Etiquette 	<p>Perform</p> <ul style="list-style-type: none"> Traditional notation for half, quarter, eighth, and sixteenth notes, syncopation, one eighth paired with two sixteenths Melodic and rhythmic notation Two- and Three- Part Canon Recorder: C'-B-A-G-E-D-C Instrument Technique (pitched and unpitched) Simple two-chord accompaniments (I-V, I-IV, I-iii, I-vii) Performance Etiquette
<p>Create</p> <ul style="list-style-type: none"> Exploration of upward/downward improvising sounds Explore high/low sounds through speech and movement 	<p>Create</p> <ul style="list-style-type: none"> Movement that shows changes in tempo Create 4-beat patterns of sound and silence using iconic notation High and Low/ singing, speaking, moving, instruments 	<p>Create</p> <ul style="list-style-type: none"> Improvisational singing and/or playing music using Sol-Mi-La Compose 4-beat rhythm patterns using iconic or traditional notation 	<p>Create</p> <ul style="list-style-type: none"> Improvise pentatonic patterns with skips, steps and repeated tones Improvise 8-beat rhythm patterns using quarter notes, two eighths, and quarter rest, tied quarters, and half notes Create Introduction and Coda for a song or poem 	<p>Create</p> <ul style="list-style-type: none"> Improvisation using skips, steps and repeated notes 8-beat rhythmic ostinato accompaniments Introduction/Interlude/Coda 	<p>Create</p> <ul style="list-style-type: none"> Movement/rhythmic question and answers

SCS Elementary /Orff Music Pacing Guide

2018-19

<p>Respond</p> <ul style="list-style-type: none"> • Beginning and ending • Vocal Timbres • Speaking, singing, whispering and calling voices • Unpitched timbres • Fast/slow tempo • Appropriate audience behavior 	<p>Respond</p> <ul style="list-style-type: none"> • High and Low • Beginning and ending • Introduction • Experience songs with accompaniment/no accompaniment • Vocal and instrumental timbres • AA' Form • Appropriate audience behavior 	<p>Respond</p> <ul style="list-style-type: none"> • Introduction/ Coda • Tempo Changes • Appropriate audience etiquette 	<p>Respond</p> <ul style="list-style-type: none"> • Follow a listening map with introduction and coda • Appropriate audience etiquette 	<p>Respond</p> <ul style="list-style-type: none"> • Like and Different phrases • Phrase length • Appropriate audience etiquette 	<p>Respond</p> <ul style="list-style-type: none"> • Form • Compare and contrast listening examples • Evaluation • Appropriate audience etiquette
<p>Connect</p> <ul style="list-style-type: none"> • Rhythmic speech/ motions (ELA) 	<p>Connect</p> <ul style="list-style-type: none"> • Dramatize stories with instruments or movement to represent characters or special words 	<p>Connect</p> <ul style="list-style-type: none"> • Dances from different cultures 	<p>Connect</p> <ul style="list-style-type: none"> • Music and dance from other cultures • Holiday song genre • Sound production methods: vibrating strings, striking, windblown (SCIENCE) 	<p>Connect</p> <ul style="list-style-type: none"> • Music and Dance from other cultures • Holiday song genre 	<p>Connect</p> <ul style="list-style-type: none"> • Music and Dance from other cultures • Perform and classify genres of music • Holiday song genre